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ABSTRACT

Materials produced under this project, undertaken for the Child Development Associate (CDA) Consortium, reflect two purposes: (1) to identify specific skills and behaviors needed by teachers working with preschool Mexican-American children and (2) to develop an assessment process to evaluate the identified competencies, skills, and behaviors. Observations of a Head Start Summer Program in Houston, Texas, were used to determine 54 competencies unique to a teacher of Spanish-speaking Mexican-American preschool children. These competencies are grouped into three skill categories: (1) enhancing children's verbal and interactional behaviors; (2) building a positive self concept; and (3) developing a liaison between the parent, the school, and the child. Two assessment instruments, developed to measure the competencies, are similar in content but different in format. Instrument 1 includes a rating scale, a provision for documentation of curricular activities, and space for comments concerning the classroom environment, teacher behavior, and the length of time required to assess the CDA candidate. Instrument 2 includes observational comments, documentation of curricular activities, and a rating scale. These instruments have not been field tested. (ED)

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CDA RESEARCH PROJECT

CDA Developmental Instruments: An Assessment into Competencies and Skills Needed by CDA's Working With Pre-school Mexican-American Children

Developed by

Max Castillo
Principal Investigator
University of Houston
September, 1973

PS008523

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Preface

The attached materials produced for the CDA Consortium reflect two phases of development (1) the identification of specific skills and behaviors needed by teachers working with pre-school Mexican - American children, and (2) the development of an assessment process to evaluate the identified competencies skills, and behaviors.

Due to the time constraint (June 15-August 31) it was not feasible to initiate field testing of the materials and instruments developed for the Project. The Project staff is aware that the instruments have certain inherent flaws in format and need extensive pilot-testing in order to refine, redesign and/or validate them. It is therefore of utmost importance that the instruments be field validated in the context of an actual teaching-learning environment prior to any dissemination and utilization of these instruments can take place.

Max Castillo
Principal Investigator

Initiating the Project

It was the purpose of this short term project to produce for the Child Development Associate Consortium, (1) a set of specific competencies unique to a teacher of Spanish-Speaking Mexican-American children which focused primarily in three areas: verbal and interactional behaviors, self concept, and parental involvement; and (2) a process for assessing these competencies through the development of assessment instruments and procedures.

The process of initiating the project begin with numerous contacts of pre-school agencies in the Houston area. These included the Model Cities Program, the Head Start Program, Houston Independent School District and the Parent Child Development Center (PCDC). Initially the PCDC had been targeted as a primary source for the observation and collection of data. This, however, was not realized since the Parent Child Development Center had restructured its program to include only 1 and 2 year old children and its in-school child care summer program for 3 and 4 year olds was not operationalized. The Houston Head Start Program therefore served as the source for data gathering and observation.

Observation of teachers and paraprofessionals participating in the Head Start Summer Program was limited. Observation time intervals were minimal since most of the programmatic activities of the Center were "field-trip" oriented. The Project staff (Principal Investigator and Research Assistant) thus began restructuring portions of the Edgewood model through a further specification of the stated competencies and a readaptation of the specific behaviors identified in the Edgewood Project. This restructuring led to the ranking of competencies that

CDA trainees should possess when working with Spanish-Speaking Mexican-American pre-school children. As a result, three categories of competencies emerged: (1) verbal and interactional behaviors, (2) building a positive self-concept, and (3) developing a liaison between the parent, the school, and the child. Under each category a set of competencies evolved. From this, two "rough" instruments were designed to assess the stated competencies in each category.

Competencies generated for the Project are crucial to the credentialling of prospective early childhood teachers working with the atypical child. These competencies are not intended to reflect the global behavioral traits of the middle class Anglo American referent group; instead the specific behaviors and/or competencies manifested by the CDA trainee reflect the child's own value system, his experiences, and life style. Thus the most significant aspect in assessing these behaviors are the teacher-child-parent interactions as elicited by the CDA trainee in the teaching-learning process.

Rationale

Numerous Early Childhood Education programs are in the process of identifying, redefining, and re-examining those special competencies and skills needed by teachers who work in child care settings. Currently, however, very few of these programs have identified specific competencies and/or skills that teachers should manifest when teaching Spanish Speaking Mexican-American children. Empirical evidence reveals that much of the competency based criteria for credentializing prospective early childhood teachers is based on the global behavioral traits characteristic of a dominant referent group- namely the well educated Anglo-Saxon middle class population. Thus it is not unusual to find within the field of early childhood an internalized concept of specific traits that reflect the cultural characteristics, value orientations, traditions and life styles of Anglo America and when applied to low income Spanish Speaking Mexican-American children violate the cultural characteristics, values, traditions, and learning styles of these children. Object traits that reflect white middle class America influence a teacher's differential expectations and evaluations of a child's behavior and performance in the classroom. Thus the Mexican American youngster from the barrio who does not possess those attributes valued by the middle class culture is usually, consciously or unconsciously, doomed to failure. Rosenthal and Jacobson (1968), Bledsoe and Campbell (1969), in their research have shown through observational studies that perhaps the most significant aspect of teacher-child interactions is the imposition of a value system from teacher to child

occuring usually within a process of reinforcement (rewards) and punishment. Ramirez (1969) shows that these transmissions of values have had a negative and destructive impact on the self-concept and achievement of Spanish-Speaking Mexican American children who are unable to conform to the ideal self-perceptions of the teacher. The available data indicates a persistent relationship between self perceptions and cognitive development. Purkey (1970) in his study of the self-concept also found that the values that are transmitted to the child are dependent on the teacher's own value system and that the typical school, in the process of shaping the child's behavior, increases his negative feelings about himself.

We find that Mexican American children are a unique ethnic group, and have unique characteristics that make them atypical. Ramirez (1970) working extensively with Mexican-American children finds that these children show predominantly field dependent characteristics as a result of socialization practices which foster group identity (e.g. family identity). The field dependent child responds better when the material involved has human content and is characterized by fantasy, humor, and cooperativeness. This child performs better when authority figures express confidence in his ability and conversely performs poorly and is depressed when authority figures express doubt in him.

The field independent child learns better when material is abstract and impersonal. His performance is not significantly affected by the opinions of authority figures.

Madsen and Kagan (1970) substantiate Ramirez' findings in

their studies with Mexican-American and Anglo children. In a series of experiments they found that Mexican-American children working cooperatively in educational tasks that required cooperation to complete outperformed their Anglo counterparts. Anglo American children repeatedly failed to get rewards for which they competed in games that required cooperation.

On the other hand when Mexican-American children were given a similar type of educational task that required competitiveness, the Mexican-American children performed very poorly as compared to their Anglo American counterparts.

The implications of these studies are numerous. Current data, therefore, indicates that:

(1) Learning is culturally oriented;

(2) Different types of populations have different types of learning styles and respond differently to different types of motivations;

(3) The child's ability to learn or not learn depends on the extent to which the instructional program is comparable to the child's cultural characteristics;

(4) The values that are transmitted depend on the teacher's own value system, which in turn is determined by her social class identification.

Therefore it is felt that teachers interacting with early childhood Mexican-American children must possess special skills, behaviors, and competencies that take into account the characteristics of these children and reinforce and support these characteristics in building the child's positive self-concept and cognitive development.

Part 1

Initiating the Project: Competencies Unique to a Teacher of Spanish-Speaking Mexican American Children

Competencies Unique to a Teacher of Spanish-Speaking Children

A. To enhance the verbal and interactional behavior of the Mexican American child

1. Will demonstrate fluency in English/Spanish and the child's barrio colloquialisms.

2. Will accept the child's use of colloquial or vernacular language.

3. Will accept each child as an individual learner with unique learning patterns and language acquisition patterns.

4. Will communicate with the child in the language of his choice and lead him to the acceptance of a second language.

5. Will reinforce the child's expressions, ideas, comments, in the same language the child uses to express himself.

6. Will listen to the child's verbalizations of experiences in either language.

7. Will show appreciation for the child's verbalizations of experiences.

8. Will positively reinforce the child for his achievements. (Qué bien lo hiciste! Qué bonito está! Qué bien me contestas! Eso me enseña que ya te estás haciendo muy grande!)

9. Will provide the shy child with individual interaction.

10. Will praise and reinforce the shy child when he/she is involved in an activity. (Qué chulo está lo que haces. Qué bien lo haces.)

11. Will provide opportunities for the shy child to interact with a group without constraining him.

12. Will praise the child for his individual accomplishments. (Niño: "Maestra, yo ya me visto solo." Maestra: "Ya te vistes solo! Pero, que bien te vistes y tan grande que te estás haciendo!")

13. Will identify and expand basic concepts in Spanish first, then in English. (Arriba-abajo, adelante-atras, primero-ultimo, adentro-ahuera)

14. Will identify objects new to the child in the child's first language (Spanish), then later in English.

15. Will present unfamiliar concepts to the child in Spanish first, then later in English.

16. Will provide classroom labels, story books, in Spanish first, then later in English.

17. Will read/tell the children stories in Spanish first, then later in English.

18. Will provide for the dramatization of stories in the child's own language.

19. Will utilize barrio vernacular to emphasize rhyming words, phonetic endings. (La ardilla come tortilla con mantequilla; el pato y el gato quieren el zapato)

20. Will accept the child's rhymes from the barrio and expand their use for auditory discrimination.

21. Will give directions for activities in Spanish first, then later in English.

B. To develop curricular activities for building a positive self concept and self esteem.

1. Will teach the child body concepts in Spanish first, then later in English.

2. Will label parts of the body for the child in Spanish first, then later in English.

3. Will provide activities for evaluating the child's own body concepts.

4. Will individualize instruction for the child who needs to acquire a more adequate body concept.

5. Will provide sensori-motor activities for the child's utilization of body parts.

6. Will teach the child self concepts in Spanish first then later in English. (Mira en el espejo. Como eres?)

7. Will provide opportunities for the child to talk about his experiences/role in the home.

8. Will praise and reinforce the child's contributions to the family's home activities.

9. Will provide activities for role-playing family members and family situations.

10. Will explore the different roles of people in the barrio.

11. Will arrange for field trips relevant to the child's culture: panaderia, peluqueria, zapateria, tortilleria, carniceria, maderia.

12. Will serve foods representative of the child's culture and customs and also expose the child to other foods and cultures.

13. Will utilize people from the barrio as school speakers to acquaint the children with their role: barbero, lechero, carpintero, tiendero, troquero.

14. Will provide for the daily creative expression of the child through various media: art, music, drama.

15. Will ask but not compel the child to verbalize his creative representations and praise him for his product.

16. Will teach the child folk dancing, songs and games in Spanish.

17. Will accept and utilize the dances, songs, and games from the barrio.

18. Will display each child's creative work and praise the work of art or process used.

19. Will help the child develop independence by allowing him to explore his own possibilities.

C. To develop a liaison between parents, the school and the child.

1. Will communicate with the parents in the language of their choice.

2. Will utilize parents as resource personnel providing for the demonstration of their talents.

3. Will ask parents for volunteer assistance in the classroom.

4. Will acquaint parents with the instructional program, school policies, health services.

5. Will arrange for parent conferences to discuss scholastic progress and positive reinforcements the child receives.

6. Will personally thank the parents for any assistance they have provided in school.

7. Will arrange for visiting the home of each child at least twice a year.

8. Will always welcome the parents at school and provide a comfortable atmosphere for them.

9. Will write all parental notices in both Spanish and English.

10. Will involve parental assistance with extra curricular activities.

11. Will utilize ideas and praise the contributions parents make for extra curricular activities.

12. Will acquaint parents with alternative means of eliminating negative behaviors through use of positive reinforcement techniques.

13. Will train volunteer parents to assist in teaching lessons.

14. Will greet family members whenever encountered in school or at a community store.

Part II

The Assessment Instruments

Instruments #1 and 2

The Assessment Instruments

The next step in the initiation of the Project was the process of developing an instrument to measure the competencies in the three categories: verbal and interactional behaviors, building the positive self-concept, and parental involvement. Two sets of instruments evolved from the Project, both though similar in content are different in format. Each instrument is so structured that evaluation of the specific competency occurs within a set of dimensions.

Instrument #1 includes six assessment scales: (1) a rating scale (U to 4), (2) sample curricular activities, (3) observational comments, (4) classroom environment, (5) teacher behavior, and (6) time element. This instrument attempts to be all inclusive in that it is not sectionalized and specifies the competencies to be assessed in the sequence that reflects the three categories. In a given assessment situation the following should be considered concerning the six scales:

Scale #1 (Rating Scale)-- This scale allows the assessor to observe the CDA as he interacts and demonstrates specific behaviors with the child. The assessor rates the individual on the U to 4 continuum (see scoring procedures). The rating scale is not necessarily the sole criterion for the CDA trainee attaining a specified level of competency, but operates as one of the six assessment scales that helps determine an overall assessment.

Scale #2 (Curricular Activity)-- This scale allows the assessor to document any curricular activity that the CDA might be conducting that relates or supports the attainment of a specific competency.

Scale #3 (Observational Comments)-- Observational assessment should occur within the context of a classroom situation as the CDA interacts with the child. The observational process should include assessment over an extended period of time intervals. It should be free of personal biases or opinions and should look at every aspect of interaction between the CDA, the child and/or parent. Observational comments can be specified in relation to a competency, a series of competencies, or as a summary impression. This scale is one of six that determines the overall rating.

Scale #4 (Classroom Environment)-- The assessor looks at the general classroom organization. The classroom should have specific learning areas. Safety of the children should be considered in the placement of materials. It should be a healtful learning environment with the proper display of children's work.

Scale #5 (Teacher Behavior)-- This scale allows the assessor to peruse the CDA trainee's reinforcement procedures and how they are directed toward different children; her disposition, whether she appears friendly or aggressive, is patient and tolerates noise. The reinforcement procedures, her attitudes, tone of voice, inclusion and exclusion of particular children in group or individual situations, should be observed by the assessor.

Scale #6 (Time Element)-- The individual assessor or assessment team documents the length of time required to arrive at an overall assessment of the CDA. Of import is that the assessment not be a "one-shot" affair but that it occur within a specified period of time and at differing time intervals. No specific guide-

lines have been given concerning assessment time intervals since this would have to be determined in a pilot-testing situation.

Instrument #2 is divided into three categories or subtests (interactional behaviors, self-concept, parental involvement). This instrument provides three dimensions for assessment; these include: (1) the observational comments, (2) curricular activities, and (3) a rating scale, 1-5. A criterion level for each subtest category is determined by summing the ratings and dividing by the number of competencies evaluated (see suggested scoring procedures). This process allows the CDA and assessor to look at strengths and weaknesses either by subtest, by competency, or through computation of an overall assessment level.

Instrument #1

I. Interactional Behaviors

Competencies #1-20

II. Self Concept

Competencies #21-38

III. Parental Involvement

Competencies #39-51

Suggested Scoring Procedures

Instrument #1

The following procedures are suggested in order to facilitate scoring this instrument. The scoring criteria has been arbitrarily established since no "pilot-testing" was accomplished. The scoring system is designed so that the assessor can evaluate strengths and weaknesses of the CDA trainee by category. A sub-test average rating (A.R.) is attained by dividing the total number of competencies assessed (T.C.A.) by the total rating (T.R.). An overall rating is then computed by summing the total competencies assessed (T.C.A.) in each category and dividing by the total rating (T.R.). It is important that the remaining scales also serve as criterias for determining an individual's level of competence. A computed competence level score of 3.00 ("frequently" on the U to 4 scale) should be the minimum criteria for certification or competence for that individual.

SCORING SHEET: Instrument #1

Competencies by Category	Competency Number and Attained Rating			
I. Interactional Behaviors	*C *R	C R	C R	C R
Competencies: #1-20	1 ___	6 ___	11 ___	16 ___
	2 ___	7 ___	12 ___	17 ___
(a) *TCA _____	3 ___	8 ___	13 ___	18 ___
(b) *TR _____	4 ___	9 ___	14 ___	19 ___
(c) *AR(TCA÷TR) _____	5 ___	10 ___	15 ___	20 ___
II. Self Concept				
Competencies: #21-38	21 ___	26 ___	31 ___	36 ___
	22 ___	27 ___	32 ___	37 ___
(d) TCA _____	23 ___	28 ___	33 ___	38 ___
(e) TR _____	24 ___	29 ___	34 ___	
(f) AR(TCA÷TR) _____	25 ___	30 ___	35 ___	
III. Parental Involvement				
Competencies: #39-51	39 ___	44 ___	49 ___	
	40 ___	45 ___	50 ___	
(g) TCA _____	41 ___	46 ___	51 ___	
(h) TR _____	42 ___	47 ___		
(i) AR(TCA÷TR) _____	43 ___	48 ___		

*Competency---C

*Rating---R

*Total Competencies Assessed---TCA

*Total Rating---TR

*Average Rating---AR

OVERALL RATING

TCA (a+d+g) _____

TR (b+e+h) _____

*TAR (TCA÷R) _____

*Total Average Rating

SCORING SHEET: Instrument #1

IV. Overall Summary

A. Observational Comments:

B. Classroom Environment:

C. Teacher Behavior:

D. Time Element:

Variable	Always 4	Frequently 3	Occassionally 2	Seldom 1	Never 0	Unable to evaluate U
-------Does the CDA:						
1. Demonstrate fluency in English/Spanish and the child's barrio colloquialisms? *SCA	4	3	2	1	0	U
2. Accept the child's use of colloquial or vernacular language? SCA	4	3	2	1	0	U
3. Communicate with the child in the language of his choice and lead him to the acceptance of a second language? SCA	4	3	2	1	0	U
4. Reinforce the child's verbalizations of experiences? SCA	4	3	2	1	0	U
5. Listen to the child's verbalizations of experiences? SCA	4	3	2	1	0	U
6. Show appreciation for the child's verbalizations of experiences? SCA	4	3	2	1	0	U
7. Positively reinforce the child for his achievements? SCA	4	3	2	1	0	U

A. Observational Comments:

B. Classroom Environment:

C. Teacher Behavior:

D. Time Element:

*Sample Curricular Activity

8. Provide the shy child with individual interaction? 4 3 2 1 0 U
SCA

9. Praise and reinforce the shy child when he is involved in an activity? 4 3 2 1 0 U
SCA

10. Provide opportunities for the shy child to interact with a group without constraining him? 4 3 2 1 0 U
SCA

11. Praise the child for his individual accomplishments? 4 3 2 1 0 U
SCA

12. Identify and expand basic concepts in Spanish first, then in English? 4 3 2 1 0 U
SCA

13. Identify objects new to the child in the child's first language, then later in a second language? 4 3 2 1 0 U
SCA

14. Present unfamiliar concepts to the child in Spanish first, then later in English? 4 3 2 1 0 U
SCA

15. Provides classroom labels, story books in Spanish first, then later in English? 4 3 2 1 0 U
SCA

A. Observational Comments:

B. Classroom Environment:

C. Teacher Behavior:

D. Time Element:

16. Read/tell stories in Spanish first then later in English? 4 3 2 1 0 U
SCA

17. Provide for the dramatization of stories in the child's own language? 4 3 2 1 0 U
SCA

18. Utilize barrio vernacular to emphasize rhyming words/phonetic endings? 4 3 2 1 0 U
SCA

19. Accept the child's rhymes from the barrio and expand their use for auditory discrimination? 4 3 2 1 0 U
SCA

20. Give directions for activities in Spanish first then later in English? 4 3 2 1 0 U
SCA

21. Teach the child body concepts in Spanish first, then later in English? 4 3 2 1 0 U
SCA

22. Label parts of the body in Spanish first then later in English? 4 3 2 1 0 U
SCA

23. Provide activities for evaluating the child's own body concepts? 4 3 2 1 0 U
SCA

A. Observational Comments:

B. Classroom Environment:

C. Teacher Behavior:

D. Time Element:

24. Individualize instruction for the child who needs to acquire a more adequate body concept? 4 3 2 1 0 U
SCA

25. Provide sensori-motor activities for the child's utilization of body parts? 4 3 2 1 0 U
SCA

26. Teach the child self concepts in Spanish first, then later in English? 4 3 2 1 0 U
SCA

27. Provide opportunities for the child to talk about his experiences/role in the home? 4 3 2 1 0 U
SCA

28. Praise and reinforce the child's contributions to the family's home activities? 4 3 2 1 0 U
SCA

29. Provide activities for role-playing family members and family situations? 4 3 2 1 0 U
SCA

30. Explore the different roles of people in the barrio? 4 3 2 1 0 U
SCA

31. Utilize people from the barrio as school speakers? 4 3 2 1 0 U
SCA

A. Observational Comments:

B. Classroom Environment:

C. Teacher Behavior:

D. Time Element:

32. Arrange for field trips relevant to the child's culture? 4 3 2 1 0 U
SCA

33. Serve foods representative of the child's culture and expose the child to other foods and cultures? 4 3 2 1 0 U
SCA

34. Provide for the daily creative expression of the child through art, music, or drama? 4 3 2 1 0 U
SCA

35. Ask the child to verbalize his creative representations? 4 3 2 1 0 U
SCA

36. Teach the child folk dancing, songs and games in Spanish? 4 3 2 1 0 U
SCA

37. Accept and utilize the dances, songs and games from the barrio? 4 3 2 1 0 U
SCA

38. Display each child's creative work and praise the work of art or process used? 4 3 2 1 0 U
SCA

39. Communicate with parents in the language of their choice? 4 3 2 1 0 U
SCA

A. Observational Comments:

B. Classroom Environment:

C. Teacher Behavior:

D. Time Element:

40. Utilize parents as resource personnel providing for the demonstration of their talents? 4 3 2 1 0 U
SCA

41. Ask parents for volunteer assistance in the classroom? 4 3 2 1 0 U
SCA

42. Acquaint parents with the instructional program, school policies, health services? 4 3 2 1 0 U
SCA

43. Arrange for parent conferences to discuss scholastic progress and positive reinforcements techniques? 4 3 2 1 0 U
SCA

44. Personally thank the parents for any assistance they provide? 4 3 2 1 0 U
SCA

45. Visit the home of the child at least twice a year? 4 3 2 1 0 U
SCA

46. Welcome the parents at school and provide a comfortable atmosphere for them? 4 3 2 1 0 U
SCA

47. Write all parental notices in both Spanish and English? 4 3 2 1 0 U
SCA

A. Observational Comments:

B. Classroom Environment:

C. Teacher Behavior:

D. Time Element:

48. Involve parental assistance with extra curricular activities? 4 3 2 1 0 U

SCA

49. Utilize ideas and praise the contributions the parents make for extra curricular activities? 4 3 2 1 0 U

SCA

50. Acquaint parents with alternative means of eliminating negative behaviors through use of positive reinforcement? 4 3 2 1 0 U

SCA

51. Train volunteer parents to assist in teaching? 4 3 2 1 0 U

SCA

A. Observational Comments:

B. Classroom Environment:

C. Teacher Behavior:

D. Time Element:

Instrument #2

Category I

Interactional Behaviors

Category II

Self Concept

Category III

Parental Involvement

Suggested Scoring Procedures

Instrument #2

This instrument parallels instrument #1 and consists of only three assessment scales (a rating scale, observational comments, and curricular activities). Like instrument #1 the assessor can determine strengths and weaknesses of the CDA trainee by evaluating each subtest or category. Thus the assessor can rate the CDA on each competency and compute an average rating for each category. The level (1-2-3-or 4) is the attained average rating for each subtest, and as in instrument #1 an overall rating level can be determined by summing the total competencies assessed (TCA) in each category and dividing by the total rating (TR). An overall derived level of 2 (frequently) should be the minimum criteria that the individual should meet for credentializing. The key for the rating scale follows:

1--- Always

2--- *Frequently

3--- Occassionally

4--- Seldom

5--- Never

*Minimum level of competence for credentializing

SCORING SHEET: Instrument #2

I. Interactional Behaviors							
*C	*R	C	R	C	R	C	R
1	___	6	___	11	___	16	___
2	___	7	___	12	___	17	___
3	___	8	___	13	___	18	___
4	___	9	___	14	___	19	___
5	___	10	___	15	___	20	___

(a) *TCA _____

(b) *TR _____

(c) *AR (TCA÷R)_____

III. Parental Involvement					
C	R	C	R	C	R
1	___	6	___	11	___
2	___	7	___	12	___
3	___	8	___	13	___
4	___	9	___	14	___
5	___	10	___		

(g) TCA_____

(h) TR _____

(i) AR (TCA÷R) _____

II. Self Concept							
C	R	C	R	C	R	C	R
1	___	6	___	11	___	16	___
2	___	7	___	12	___	17	___
3	___	8	___	13	___	18	___
4	___	9	___	14	___	19	___
5	___	10	___	15	___		

(d) TCA _____

(e) TR _____

(f) AR (TCA÷TR)_____

IV. Overall Summary

A. Observational Comments:

_____

_____

_____

B. Curricular Activities:

_____

_____

_____

_____

V. Overall Rating Level

Total Competencies Assessed (a+d+g) _____

Total Rating (b+e+h) _____

Total Average Rating (TCA÷TR) _____

*TCA---Total Competencies Assessed
*TR---Total Rating
*AR---Average Rating
*C----Competency
*R----Rating

I. Interactional Behaviors

Language Reinforcement Level 1 2 3 4

Dimension: CDA trainee uses varying methodologies for increasing child's dominant language development

Variable: Provides an atmosphere that encourages free verbal communication between children and adults through the following:

1 2 3 4 5

1. Accepts the child's use of colloquial or vernacular language.

Observational Comments: _____

Curricular Activity: _____

1 2 3 4 5

2. Communicates with the child in the language of his choice and leads him to the acceptance of a second language.

Observational Comments: _____

Curricular Activity: _____

1 2 3 4 5

3. Reinforces the child's verbalizations of experiences.

Observational Comments: _____

Curricular Activity: _____

1 2 3 4 5

4. Listens to the child's verbalizations of experiences.

Observational Comments:_____

_____

_____

Curricular Activity:_____

_____

_____

1 2 3 4 5

5. Shows appreciation for the child's verbalizations of experiences.

Observational Comments:_____

_____

_____

Curricular Activity:_____

_____

_____

1 2 3 4 5

6. Positively reinforces the child for his achievements.

Observational Comments:_____

_____

_____

Curricular Activity:_____

_____

_____

1 2 3 4 5

7. Provides the shy child with individual interaction.

Observational Comments:_____

_____

_____

Curricular Activity:_____

_____

_____

1 2 3 4 5

8. Praises and reinforces the shy child when he/she is involved in an activity.

Observational Comments:_____

_____

_____

Curricular Activity:_____

_____

_____

1 2 3 4 5

9. Provides opportunities for the shy child to interact with a group without constraining him.

Observational Comments:_____

_____

_____

Curricular Activity:_____

_____

_____

1 2 3 4 5

10. Praises the child for his individual accomplishments.

Observational Comments:_____

_____

_____

Curricular Activity:_____

_____

_____

1 2 3 4 5

11. Identifies and expands basic concepts in Spanish first, then later in English.

Observational Comments:_____

_____

_____

Curricular Activity:_____

_____

_____

1 2 3 4 5

12. Identifies objects new to the child in the child's first language (Spanish), then later in English.

Observational Comments: _____

_____

_____

Curricular Activity: _____

_____

_____

1 2 3 4 5

13. Presents unfamiliar concepts to the child in Spanish first, then later in English.

Observational Comments: _____

_____

_____

Curricular Activity: _____

_____

_____

1 2 3 4 5

14. Provides classroom labels, story books in Spanish first, then later in English.

Observational Comments: _____

_____

_____

Curricular Activity: _____

_____

_____

1 2 3 4 5

15. Reads/tells the children stories in Spanish first, then later in English.

Observational Comments: _____

_____

_____

Curricular Activity: _____

_____

_____

1 2 3 4 5

16. Provides for the dramatization of stories in the child's own language.

Observational Comments: _____

_____

_____

Curricular Activity: _____

_____

_____

1 2 3 4 5

17. Utilizes barrio vernacular to emphasize rhyming words, phonetic endings.

Observational Comments: _____

_____

_____

Curricular Activity: _____

_____

_____

1 2 3 4 5

18. Accept the child's rhymes from the barrio and expands their use for auditory discrimination.

Observational Comments: _____

_____

_____

Curricular Activity: _____

_____

_____

1 2 3 4 5

19. Gives directions for activities in Spanish first, then later in English.

Observational Comments: _____

_____

_____

Curricular Activity: _____

_____

_____

II. Self Concept

Level 1 2 3 4

Dimension: CDA trainee utilizes curricular activities that aid in the building of the positive self concept

Variable: Provides activities that respond to the child's unique life style leading to development of the positive self concept

1 2 3 4 5

1. Teaches the child body concepts in Spanish first, then later in English.

Observational Comments: _____

Curricular Activity: _____

1 2 3 4 5

2. Labels part of the body for the child in Spanish first, then later in English.

Observational Comments: _____

Curricular Activity: _____

1 2 3 4 5

3. Provides activities for evaluating the child's own body concepts.

Observational Comments: _____

Curricular Activity: _____

1 2 3 4 5

4. Individualizes instru tion for the child who needs to acquire a more adequate body concept.

Observational Comments: _____

_____

_____

Curricular Activity: _____

_____

_____

1 2 3 4 5

5. Provides sensori-motor activities for the child's utilization of body parts

Observational Comments: _____

_____

_____

Curricular Activity: _____

_____

_____

1 2 3 4 5

6. Teaches the child self concepts in Spanish first then later in English.

Observational Comments: _____

_____

_____

Curricular Activity: _____

_____

_____

1 2 3 4 5

7. Provides opportunities for the child to talk about his experiences/role in the home.

Observational Comments: _____

_____

_____

Curricular Activity: _____

_____

_____

1 2 3 4 5

8. Praises and reinforces the child's contributions to the family's home activities.

Observational Comments: _____

Curricular Activity: _____

1 2 3 4 5

9. Provides activities for role-playing family members and family situations.

Observational Comments: _____

Curricular Activity: _____

1 2 3 4 5

10. Explores the different roles of the people in the barrio.

Observational Comments: _____

Curricular Activity: _____

1 2 3 4 5

11. Arranges for field trips relevant to the child's culture.

Observational Comments: _____

Curricular Activity: _____

1 2 3 4 5

12. Serves foods representative of the child's culture and customs and also exposes the child to other foods and cultures.

Observational Comments: _____

_____

_____

Curricular Activity: _____

_____

_____

1 2 3 4 5

13. Utilizes people from the barrio as school speakers to acquaint the child with their role.

Observational Comments: _____

_____

_____

Curricular Activity: _____

_____

_____

1 2 3 4 5

14. Provides for the daily creative expression of the child through art, music, drama.

Observational Comments: _____

_____

_____

Curricular Activity: _____

_____

_____

1 2 3 4 5

15. Asks the child to verbalize his creative representations and praises him for his product.

Observationa Comments: _____

_____

_____

Curricular Activity: _____

_____

_____

1 2 3 4 5

16. Teaches the child folk dancing and songs, and games in Spanish.

Observational Comments: _____

Curricular Activity: _____

1 2 3 4 5

17. Accepts and utilizes the dances, songs, and games from the barrio.

Observational Comments: _____

Curricular Activity: _____

1 2 3 4 5

18. Displays each child's creative work and praises the work of art or process used.

Observational Comments: _____

Curricular Activity: _____

1 2 3 4 5

19. Helps the child develop independence by allowing him to explore his own possibilities.

Observational Comments: _____

Curricular Activity: _____

III. Parental Involvement

Level 1 2 3 4

Dimension: CDA trainee develops a liaison between the home and the school.

Variable: Provides an environment that encourages free communication between parents and school through parental involvement in the instructional program.

1 2 3 4 5

1. Communicates with parents in the language of their choice.

Observational Comments: _____

Curricular Activity: _____

1 2 3 4 5

2. Utilizes parents as resource personnel providing for the demonstration of their talents.

Observational Comments: _____

Curricular Activity: _____

1 2 3 4 5

3. Ask parents for volunteer assistance in the classroom.

Observational Comments: _____

Curricular Activity: _____

1 2 3 4 5

4. Acquaints parents with the instructional program, school policies, health services.

Observational Comments: _____

_____

_____

Curricular Activity: _____

_____

_____

1 2 3 4 5

5. Arranges for parent conferences to discuss scholastic progress and positive reinforcements the child receives.

Observational Comments: _____

_____

_____

Curricular Activity: _____

_____

_____

1 2 3 4 5

6. Personally thanks the parents for any assistance they provide.

Observational Comments: _____

_____

_____

Curricular Activity: _____

_____

_____

1 2 3 4 5

7. Arranges for visiting the home of each child at least twice a year.

Observational Comments: _____

_____

_____

Curricular Activity: _____

_____

_____

1 2 3 4 5

8. Always welcomes the parents at school and provides a comfortable atmosphere for them.

Observational Comments: _____

_____

_____

Curricular Activity: _____

_____

_____

1 2 3 4 5

9. Writes all parental notices in both Spanish and English.

Observational Comments: _____

_____

_____

Curricular Activity: _____

_____

_____

1 2 3 4 5

10. Involves parental assistance in extra curricular activities.

Observational Comments: _____

_____

_____

Curricular Activity: _____

_____

_____

1 2 3 4 5

11. Utilizes ideas and praises the contributions parents make for extra curricular activities.

Observational Comments: _____

_____

_____

Curricular Activity: _____

_____

_____

1 2 3 4 5

12. Acquaints parents with alternative means of eliminating negative behaviors through use of positive reinforcement.

Observational Comments:_____

_____

_____

Curricular Activity:_____

_____

_____

1 2 3 4 5

13. Trains volunteer parents to assist in teaching lessons.

Observational Comments:_____

_____

_____

Curricular Activity:_____

_____

_____

1 2 3 4 5

14. Greets family members whenever encountered in school or at a community store.

Observational Comments:_____

_____

_____

Curricular Activity:_____

_____

_____

Part III

CDA Trainee Self Assessment

CDA Trainee Self Assessment

It is apparent that in order to assure that the assessment process be fair and equitable, the CDA trainee be actively involved in the certification process. We recommend that prior to the assessment process the CDA trainee be made aware of the dates of observation, interviews, etc., in order that he can plan accordingly. The trainee should be given the opportunity to confer with members of the certification team prior to the assessment. The Project Staff feels that one way in which a CDA can become actively involved is by providing him with the opportunity to evaluate himself on all those skills he must possess when working with the atypical child.

One viable method of self assessment that the CDA trainee can utilize is the Q-sort technique. This method of assessment allows the individual to rate himself on a series of specified competencies. The competencies are described on separate 4x6 cards and rated on a 1-5 scale.

Suggested Instructions

The following instructions are suggested to facilitate the administration of this self-assessment scale:

(1) The CDA should read through each competency on the card and evaluate his own performance.

(2) He next places the blue cards in sequential order (1-5), and proceeds to place the white cards over the blue cards according to his personal rating of each competency. Following is the key for the scale:

Always--------Card #1

Frequently--------Card #2

Occassionally (sometimes)-----Card #3

Seldom (hardly ever)----Card #4

Never----------Card #5

(3) The CDA records the competency number (white card number) on the score sheet next to the corresponding scale.

(4) The evaluator will total the competencies and provide additional assistance with those competencies which the CDA feels she has not mastered.